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Szakdolgozat

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angol nyelv és kultúra tanára – matematikatanár

osztatlan tanári mesterszak

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EÖTVÖS LORÁND TUDOMÁNYEGYETEM

Bölcsészettudományi kar

Szakdolgozat

Az ESP módszertanának vizsgálata két magyar egyetemi kontextusban

Examining ESP methodology in two Hungarian university contexts

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Abstract

As English has become the lingua franca, the increasing demand, thus the importance of teaching English for Specific Purposes (ESP) can be observed. The main aim of this study is to investigate and describe the methodologies used in two ESP contexts, namely English for Academic Purposes (EAP) and English for Medical Purposes (EMP). The focus of the research was narrowed to the development of listening and speaking skills. Also, it intends to observe whether the methodologies applied meet the needs of students and the requirements of the two university programs in Hungary. The data derived from semi-structured interviews were extended with classroom observations. The research reveals that mainly genre-specific teaching takes place in these ESP courses. Furthermore, the results indicate that both EAP and EMP courses are designed utilizing the relatively pioneer Content-Based Instruction (CBI), Content and Language Integrated Learning (CLIL), and Computer-assisted Language Learning (CALL) methods, which are aligned with the requirements students face during their studies at the university. The applied methods and teaching materials prepare students for future professional challenges and careers in either academic settings or in the healthcare system.

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1. Introduction

English language skills are essential as English has become the lingua franca in many areas of modern life; thus, a firm knowledge of English can greatly enhance personal, educational, and professional opportunities. It is therefore not surprising that there is a strong emphasis on teaching English around the world. In addition to high school education, there is an increasing number of English language courses offered at universities. In fact, many universities require a language exam to graduate, and this is the case in Hungary, where a language exam was required to earn a degree until December 2022. This law was amended, whereby an intermediate level (B2) general or specialized language examination is no longer a prerequisite for graduation. Nevertheless, it remains up to each higher education institution to decide whether to require a language examination in their curricula or not (Bajzát, 2022). Since Hungary joined the EU in 2004, the importance of teaching English has surged. English has become pivotal for better communication, trade, and collaboration with other member states. Consequently, a noticeable rise can be observed in the number of English for Specific Purposes (ESP) courses. Koltai (2018) points out that this emphasis on specialized English training reflects the growing demand for professionals fluent in English to participate actively in the EU environment. Presumably, many students arrive at university with a solid knowledge of the language, but they still need to improve their language skills to cope with the rigorous academic requirements of the university. However, the aim of these university language courses is not necessarily to improve General English but rather to acquire professional knowledge of the language. ESP practitioners aim to direct learners toward an understanding of language usage, including both written and spoken texts, within a specific professional field. For students with degrees in engineering, business, or medicine, being able to describe the basic concepts of their field in English is key to being well-qualified to meet the requirements of their courses. An ESP course will enable students in engineering, economics, or medicine to master the basic concepts of their field of study while improving their reading, writing, speaking, and listening skills. It also encourages them to focus on authentic concepts in their field; for example, engineering students can answer questions about bridge building and business students can answer questions about international trade, while medical students can communicate with patients in English.

These separate areas require specific methodologies due to their different purposes, content, and learner profiles, which raises the question of a different approach to the teaching process. Language teaching for medical students may involve more experimental learning activities, such as role-playing or interactive tasks. In contrast, English for Business Purposes might incorporate case studies and problem-solving exercises to develop critical thinking and decision-making skills. By understanding the unique needs of each era, educators can tailor their teaching strategies to effectively design their courses and engage their students (Kenny, 2016).

The role of ESP in education has been the subject of research for decades. Its emergence in the late 1960s not only brought continuous development but also reshaped its scope, refined its methodology, and shaped its goals and guidelines, all while the number of corresponding textbooks increased. Despite the widespread attention ESP has received, the challenges of teaching and learning continue to remain at the forefront. Jande and Ibrahim (2021) focused on the challenges that arise during ESP classes, ranging from the application of the most appropriate methodology to the content of the teaching materials. The question 'Is there a specific method for ESP?' has been raised by numerous researchers. Hutchinson and Waters (1987) stated that "there is no such thing as an ESP methodology" (p.18). However, among many others, Chalikandy (2013) and Kenny (2016) argue that an effective ESP course requires teachers to apply different methods from General English to ensure that learners achieve their specific purpose.

This thesis aims to explore the methodologies used in EAP and EMP in two Hungarian university contexts, with a particular focus on teaching strategies for listening and speaking skills. An understanding of these methods is crucial for ELT practitioners as it provides insights for tailoring teaching practices and designing language courses to meet the diverse needs of learners. Moreover, being aware of different approaches directs teachers to select and apply strategies that best fit the specific teaching context and thus create purposeful and successful learning experiences that enhance their future careers. A further aim of the study is to assess whether these observed methods meet the needs of the students and whether they are aligned with the different requirements of the two Hungarian university programs. Therefore, contributing to a more nuanced understanding of effective language teaching in these specific university settings.

2. Literature review

2.1. What is ESP?

The concept of English for Specific Purposes (ESP) is multifaceted and can be comprehensively understood through various lenses. Hutchinson and Waters (1987) note that ESP research and pedagogy came into being due to a conjunction of linguistic, educational, and economic factors. According to West (1994), the term itself emerged in 1961, and as the number of multinational scientific and technical enterprises increased, English became a global language in which the demand for learning English intensified. A new purpose among a new generation of English language learners' appeared, namely, to be taught English for more specific contexts compared to earlier generations of English learners. This was one of the supportive reasons for the emergence of ESP research and pedagogy. Learners had explicit intentions concerning the focus upon their individual language needs. The distinctive factor which sets apart the ESP approach from other methods in English Language Teaching (ELT), as highlighted by Belcher (2009), is the dedication to delivering language education catering to the individual language learning objectives of the students. Apart from the increasing demand for courses responding to these special needs, the evolving field of linguistic research illustrated another reason for the development of ESP. Researchers shifted their focus to study the use of language in real-life communication since the linguistic descriptions of English usage became less important. Moreover, as globalization accelerated over time, English took hold as a lingua franca and began to play a crucial factor in international trade, commerce and global communication (Koltai, 2018).

Several researchers highlight recurring and evolving elements in ESP research. Belcher (2009) in Koltai (2018) notes essential components of ESP definitions consistently include addressing needs and specificity. Hutchinson and Waters (1987) emphasize ESP is not tied to a particular language or method, but rather focuses on the needs of learners in which these needs must be identified in order to design course content and approach. Several ESP studies stress the importance of contextualized inquiry and assessment, echoing Hyland's (2002) view of ESP as a distinct pedagogical approach, of which, has gained traction in university settings due to the increasing specificity of occupational fields. The role of specificity in teaching is a recurring theme echoed by other authors (Flowerdew, 2012; Nickerson, 2005). Dudley-Evans and St John (1998) agree with previous definitions yet

emphasize the unique methodology regarding ESP, particularly when linked to specific disciplines. They extend their definition to include language as an integral part, linking learners' tasks to the registers, genres and language required for these tasks. This demonstrates a consistent focus on learner needs, context, and specialized language use in ESP research.

Ever since its inception, ESP has consistently commandeered a leading role in advancing both theoretical concepts and innovative teaching methods for English as a second or foreign language. This progress has been facilitated by a willingness to consider various viewpoints, allowing ESP to offer well-grounded insights into textural structures and meanings. Moreover, the communication demands posed by academic or professional settings and the instructional techniques which can foster the development of these communication skills are explored and highlighted. Essentially, ESP represents language teaching rooted in research, and its practical orientation has been a key asset, since it prevents an excessive focus on theory by emphasizing tangible usefulness (Hyland, 2002).

The basis for ESP research evolved continuously since the 1960s. Initially, the focus was on the register; the linguistic features and functions of academic English were recognized. Later, rhetorical analysis, needs analysis and a skill-based approach came to the foreground (Negro, 2016). According to Dudley-Evans and St. John (1998), there are four main approaches to ESP development: a) register analysis, b) discourse and rhetorical analysis, c) needs analysis, and d) learning skills analysis. This developmental model is accepted by the majority of ESP researchers (Koltai, 2018). In the next part of the research, these orientations will be elaborated.

2.1.1. Register analysis

The concept of register analysis, a prominent early approach in ESP focusing on tailoring language instruction to learners' needs, revolves around studying the linguistic elements within scientific and technical texts (Koltai, 2018). According to Dudley-Evans and St John (1998), this method examines the grammar, vocabulary, and structure present in these specialized texts. Koltai (2018) adds that register analysis emerged from the belief that the context in which speakers communicate, or the subject being discussed, influences the language they use. Dudley-Evans and St John (1998) further suggest that ESP practitioners assume that, although the grammar of scientific and technical writing largely aligns with general English, certain grammatical and lexical forms are more prevalent in different

types of technical content. However, this approach does not delve into explaining why specific grammatical patterns are more common in technical writing, nor does it address how sentences are interconnected to form larger sections and complete texts. Furthermore, researchers fell short in distinguishing substantial differences between scientific language and general English due to their primarily descriptive findings (Koltai, 2018).

Register analysis, as an approach to ESP, provides valuable information for adapting language teaching to the specific needs of ESP learners. However, it is not sufficient to explain the reasons for the prevalence of certain linguistic features in technical texts. A more comprehensive methodology is needed to bridge this gap and to better understand ESP in different educational contexts.

2.1.2. Discourse and rhetorical analysis

In the 1970s, the focus changed from register analysis to a comprehension of how social settings affected language beyond the level of the individual sentence for communication. Distinctively, it is the discourse analysis which explores the way sentences are linked in text and form meaning, including the concepts of coherence and cohesion (Hirvela, 2012). Johns (2012) points out, during the period from the early 1980s when the first publications of English for Specific Purposes Journal (ESPJ) appeared until the publication of Swales' book Genre Analysis in the 1990s (Swales, 1990), genre and rhetorical moves became key terminology in ESP research. Focusing on identifying recurrent structures in texts to distinguish different text types or genres helped ESP teachers prepare reading and writing materials (Koltai, 2018). Flowerdew (2011) discusses how ESP genre investigations consider four elements; structure, style, content and purpose, of which, usher insights into the initial characteristics of a genre and lead to how discourse communities use genres. He added how a comprehensive investigation into sociological contexts, particularly professional contexts, is essential for ESP practitioners, furthermore, understanding the purpose linguistically contributes to an effective material development.

2.1.3. Needs analysis

There is a long history of using needs analysis when constructing ESP courses. In fact, an effective needs assessment is inevitable to ensure learners acquire precisely the knowledge and skills they require (Serafini et al., 2015). Needs analysis is viewed as a "systematic collection and analysis of all information necessary for defining and validating a defensible

curriculum," by Brown (2016, p.4). Widodo (2017) offers a similar definition stating that needs assessment in the context of language curriculum development, particularly in ESP courses is viewed as a "fundamental and evolving process considering various aspects of language education to ensure that learners' specific needs are effectively met" (Widodo, 2017). Similarly, Flowerdew's (2012) standpoint is identifying learners' needs is a primary step in establishing future goals, course design, methodology, assessment and evaluation. Additionally, the circular feature of these activities is outlined in the author's research. Brown (2016) proposes ESP needs analysis procedures can be treated under eight headings: using existing information, applying tests, observations, interviews, meetings, questionnaires, target language analyses and intuitions. However, Serafini et al. (2015) highlights the premise, positive aspects of needs analysis include seeking input from experts and employing frequent triangulation of data sources and research methods. Moreover, a well-constructed need analysis requires the utilization of mixed methodological approaches, which encompass both qualitative and quantitative techniques.

It can be concluded that needs analysis remains the cornerstone of ESP course development, so by adopting this approach, instructors can effectively tailor ESP courses to meet the changing needs of learners in different educational contexts and ultimately enhance the effectiveness of language teaching.

2.1.4. Analysis of learners' skills

In the 1980s, the learners' skills approach gained popularity in ESP research focusing on four language skills including reading, writing, speaking, and listening. Dudley-Evans and St John (1998) note that this approach prioritizes specific skills relevant to certain occupational settings, and it aims to develop competencies underlying language performance, emphasizing both performance and competence in tasks relevant to higher education and professional contexts. According to Bajzát (2022), the mentioned four main language skills should not be taught separately. The researcher suggests that all the skills should be activated during the activities integrated into ESP classes. These activities incorporate all four skills to variable degrees and facilitate the replication of challenges found in real-life scenarios. Role-plays, games, simulations, and project works are good instances.

2.2. ESP and speaking

Regarding ESP speaking skills, Feak (2012) highlights English as a lingua franca (ELF) resulted in a shift in the focus from ESP communication needs toward the ELF perspective. ELF research acknowledges in which English learners often interact with non-native speakers, which creates a need for native speaker-like language skills. In this context, Feak (2012) raises a valid question regarding why ELF speakers should structure their communication based on an imaginary native speaker, especially when there is not one present. Instead, he suggests, they can adapt their communication to suit their own shared needs. Alongside these questions in reference to native speaker speech norms, there is a growing sense of uncertainty surrounding the concept of, "native speakerness" and the issue in both EAP and EOP speaking instruction (p.36). There is an increasingly relevant debate surfacing whether native speakers are always more competent than non-native speakers in every speaking situation.

While written genres have traditionally been the focus of ESP, especially in the context of EAP, recognizing and acknowledging the importance of oral communication in various professional settings is growing. Effective, strong speaking and communication skills are sorely needed for meetings, presentations, negotiations and collaborations. According to Feak (2012), ESP research is increasingly reflecting this by incorporating speaking into its scope. One of the primary reasons for the increasing inclusion of speaking data in ESP courses is the rapid advancement of technology. This has made the collection and analysis of spoken language more accessible and efficient. Modern audio and video recorders and mobile phones with high-quality recording capabilities have eliminated many of the previous methodological barriers associated with collecting authentic spoken data. Due to the diversity of ESP, the extent of improving speaking skills can vary in ESP contexts. For instance, precise oral communication and clear messages are essential in various fields such as business, aviation, or medicine. On the contrary, in other areas such as construction, understanding nonverbal communication was more important than grammatical accuracy. ESP instructors and course designers face the task of meeting the diverse needs of learners, which can be complex due to the wide-ranging ESP speaking contexts.

2.3. ESP and listening

Goh (2012) points out, English as a Second Language (ESL) and ESP share fundamental characteristics as the same cognitive processes take place. The difference, however, lies in the fact the ESP learner already has some knowledge of English, since English-language universities require a certain level of English language proficiency, which can be certified by international standardized certificates (TOEFL, IELTS, MELAB, etc.). Moreover, in ESP courses, the listening materials focus on specific vocabulary and phrases learners will likely implement in their field of work or study. Several academic listening comprehension programs assess whether students are actively engaged in classroom discussions, going beyond just taking notes. Hence, Goh (2012) proposes it is of utmost importance for EAP students to possess reliable listening comprehension skills, not only for comprehending lectures, but also for actively participating in interpersonal communication. In EOP contexts, students' foundational listening skills may be weaker compared to those enrolled in higher education institutions. ESP listening skills, as outlined by Goh (2012), pose challenges due to discipline-specific vocabulary and lack of genre awareness. Specialized terms and idiomatic expressions can create difficulties for ESP listeners without proper discourse knowledge. For this reason, ESP listening instructors may consider adopting more effective pedagogical approaches to enhance the comprehension processes which influence how students make sense of information in their second language. Therefore, Goh (2012) suggests, it will prove advantageous for the field if curriculum developers and researchers familiarized themselves with broader Second Language (L2) listening discussions and research, along with their potential implications for ESP listening pedagogy.

2.4. ESP and writing

Reading and writing skills are closely linked in ESP classes, necessitating awareness of diverse written genres and their dominant features in academic and professional contexts. Genre research in ESP encompasses various written genres including research articles, essays, student dissertations and theses, business emails and medical case notes, aiding learners in becoming proficient in target discourse communities. From a pedagogical perspective, studying these different genres in ESP is essential since it draws the attention of educators to the importance of implementing a teaching approach which is attuned to the unique characteristics of the many recently emerged workplace-specific genres over the

past few decades. Hyland (2012) emphasizes, ESP teachers' role is not only polishing and correcting errors, however, it involves reflecting upon the various genres and contexts as well. In ESP writing methodology, genre analysis is regarded as the most productive and commonly used method. This method is used in order to study and understand how different types of texts or written genres are structured, how they function and how they are used within specific academic or professional contexts. The primary goal of genre analysis is to help learners become proficient in producing texts deemed appropriate for particular situations or genres in which they may encounter in their academic or professional fields. However, different academic fields possess distinct writing tasks and requirements. For instance, analyzing and synthesizing numbers of sources is typical of humanities and social sciences. In contrast, science and technology emphasize activity-based skills such as describing procedures or planning solutions (Hyland, 2012)
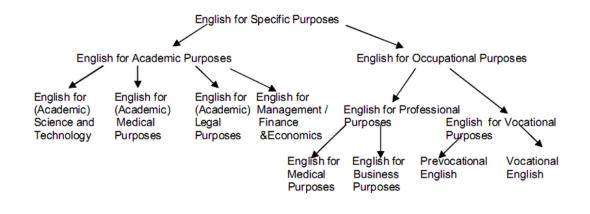
2.5. ESP and reading

Reading proficiency is a foundational skill in academic and professional settings. The ability to comprehend, analyze and synthesize specialized texts is vital for success in various domains, including law, medicine, engineering and business. According to Hirvela (2012), ESP reading instruction recognizes the unique demands of reading within these fields and aims to equip learners with the requisite skills. Teachers should conduct a needs analysis to identify the types of texts, reading strategies, and vocabulary of which, are essential for comprehension. To site an example, in conducting medical case reports as Warta (2005) demonstrates in his research, proved essential since reading medical case reports is of particular importance among experienced doctors. Hirvela (2012) highlights how specialized fields often have their own terminology and jargon, therefore teaching reading often incorporates vocabulary development tailored to the field, enabling learners to understand and use domain-specific language.

2.6. Classification of ESP

Initially driven by the intention of facilitating cross-language communication in the fields of commerce and technology, in current ESP practice, the landscape has evolved significantly, encompassing an expanding range of purposes (Belcher, 2006). This includes better-known domains such as English for Academic Purposes (EAP) and Occupational Purposes (EOP), which cover fields such as business, medicine, law, shipbuilding, and

aviation. There is another branch with a more focused objective termed English for Sociocultural Purposes (ESCP) which addresses needs such as AIDS education, family literacy and citizenship, and is applied in highly specialized contexts such as incarcerated learners or those with disabilities. As shown in Figure 1, Dudley-Evans and St. John (1998, p. 6) offered a classification of ESP which serves as a basis for many up-to-date studies in this matter.

Figure 1

Classification of ESP (Dudley-Evans and St. John, 1998, Figure 1.2)

2.6.1. English for Academic Purposes

EAP applies to the specialized use of the English language within academic settings. The origin of EAP can be traced back to the broader branch of ESP. The increasing use of English in research and scientific contexts has created the need for knowledge of the language for scientists and professionals worldwide (Charles, 2012). Hyland and Hamp-Lyons (2002) state that as a result of English being the primary language of academic discourses, many students now have to be fluent in English to understand their disciplines. Its scope is not limited to non-native speakers of English at the university level; it also encompasses native English-speaking high school students who must read textbooks and compose essays, as well as scientists expected to deliver presentations and write research

articles (Charles, 2012). Similarly, as Hyland and Hamp-Lyons (2002) note, EAP is vital for university students worldwide who need to excel in subjects taught in English. Likewise, countries seeking economic empowerment must rely on graduates skilled in the use of English in the workplace. This demand has led to an increase in the number of EAP teachers, most of whom are non-native English speakers. They add that the premise EAP teaching is different from teaching general English or ESP. The recognition of the specific needs of non-native teachers and the specificity of EAP has stimulated innovation in EAP materials and teacher training. Additionally, the authors emphasize that education is based on an understanding of the cognitive, social and linguistic requirements of each discipline. Moreover, professionals need to develop new competencies in addition to preparing for study in English, and learners need to develop communication skills which enable them to participate in specific scientific and cultural contexts.

2.6.2. English for Medical Purposes

As in any profession, language plays a crucial role in medicine, since effective communication is essential for positive clinical outcomes (Ferguson, 2012). Literature focuses on doctor-patient communication and highlights the paramount importance of achieving communication goals. The communicator must be able to convey and articulate their communication message accurately, quickly and clearly, without cumbersome paraphrasing. For example, the difference between a slight rise in temperature and a high fever must be able to be expressed with brevity and precision (Warta, 2005).

To become a member of the Medical Discourse Community, one must possess a medical degree and be familiar with the most common purposes of professional communication in the community. This includes communicating research findings to other members of the community or the lay public, either in writing or orally. Members should also be proficient in taking anamnesis, case notes, patient information, and requesting and providing a reference. In addition, regular attendance at conferences, publishing, and reading professional journals are essential. Members are expected to engage in both information flow and feedback, thus, not only sharing their own results and experiences with community members, but also learning about and communicating the results of others (Warta, 2005).

At the end of the twentieth century, English became the primary international language of science and medicine. Prior to this shift, Latin was regarded as the lingua franca of Western

medicine (Ferguson, 2012), traces of which are still recognizable in medical abbreviations and in the terminology of anatomy. The dominance of English in medical research is well-documented in numerous publications. Maher (1986 as cited in Ferguson), for example, demonstrates a notable increase in the proportion of English-language journal articles in the Index Medicus database. This dominance is observed throughout international conferences as well. Additionally, Giannoni (2008 as cited in Ferguson) found over 99 percent of biomedical research publications by Italian authors are in English, while the national language is reserved for local, less research-oriented publications.

Across Europe, many medical universities are attempting to attract more international students, in which teaching is typically in English. However, in consideration of these students, English is often only a second language, hence, effective EMP education is of paramount importance. The quality of medical communication is vital not only at the cutting edge of patient care in the clinical setting, but also at the level of higher education, continuing professional development training, development, and research. It must also serve the capability of the learners to deliver case presentations. The communicative goal of this is to enable the learner to present actual medical cases in a factual manner, since later on, within the international Medical Discourse Community, the author is expected to adopt an objective, purely fact-based, neutral authorial voice strictly adhering to the proper use of verb tenses and aspects, devoid of emotions, personal opinions and commentary (Warta, 2005).

2.7. ESP and methodology

In regards to the question regarding ESP methodology, Hutchinson and Waters (1987) claim ESP lacks a specific teaching method. ESP constitutes a distinct domain characterized by its unique terminology constantly evolving its own set of participants. However, there are several methods and approaches, of which, can be used effectively in an ESP classroom; it is up to the participants to determine which teachers find most appropriate. In consideration of a group of engineering graduates, for instance, it is important to communicate in their field of expertise and keep up with technological developments. This indicates that the methods applied should be leaner-centred and genre-specific (Kenny, 2016). In this case, we may prefer to consider using the Grammar-translation method, the Direct method, or even the Audio-lingual method. Tenieshvili (2023) believes that ESP instruction needs a specific approach to teaching. She suggests

using a combination of different foreign language teaching methods. In her study, she demonstrates that the application of the different methods as a complement of the Content and Language Integrated Learning (CLIL) approach is highly efficient and expedient. The identification of the learners' needs will determine the curriculum, which is referred to as an eclectic approach by Kenny (2016).

As formerly mentioned, the successful development of any ESP course is based on a comprehensive and well-developed needs analysis. The data compiled through the needs analysis will aid the teacher in building and developing the course according to the needs of the learners. The needs of the students also contribute to the design of the ESP curriculum and the methods to be used (Widodo, 2017).

Following a needs assessment, teachers determine on the approaches they deem appropriate for their students. Dudley-Evans and St John (1998) state that one of the main strengths of the methodology is the possibility of applying a language-learning and subject-learning approach. One approach they suggest is the integration of case studies, since this promotes and requires skills such as new knowledge, theories, specific skills, and experiential learning. They add that case studies are particularly beneficial in law, medicine, engineering, and the field of business. However, Kenny (2016) questions whether the subject knowledge of ESP teachers is sufficient for the specific field they teach. She adds that although their responsibility does not extend to teaching content, genre-specific instruction is essential. She highlights that ESP activities can be developed according to the learners' area of specialization, and that the learners' needs determine the authentic purpose of these activities. Content-based approach must be mentioned here, as it can promote integrating activities focusing on the specific content. This includes the improvement of language skills, vocabulary development, discourse organization, and study skills. At the same time, a content-based syllabus facilitates comprehension, addresses learners' needs, allows for the use of authentic materials, and integrates the four language skills (Belcher, 2006; Kenny, 2016)

Both Kenny (2016) and Caraiman (2014) share the premise in which ESP has undergone significant growth with changes in learners' requirements brought about by technological advancements. Information Technology has had a positive impact on language teaching methodology, including the opportunities offered to both teachers and students. Comprehensively, all these developments have transformed the way in which information

is presented, disseminated, and evaluated. Consequently, the methodology of ESP is now essentially governed by computer-based learning strategies leading to the Computer-assisted Language Learning (CALL) method.

Caraiman (2014) stresses, students' studies should end with a simulation of a professional examination in the field. It is, therefore, indispensable to set up university curricula to develop the skills needed to obtain the different certifications. Fekete (2020), similarly to Saed et al. (2022), mentions that a constant, constructive, and learner-specific assessment is also an essential part of ESP classes. Moreover, verbal feedback among the students proved to be more effective than feedback from the teacher (Hild et al., 2021).

2.8. Overview of empirical studies on EAP and EMP instruction

Researchers have looked at effective ways of designing ESP courses and developing curricula, exploring different tools for needs assessment, approaches and methods used in ESP courses, and the development of technology, including the use of the CALL method (Fekete, 2020; Hild et al., 2021; Jarvis et al., 2020; Nemeth and Csongor, 2016; Saed et al., 2022).

Regarding EAP instructions it can be noticed that students do not encounter this genre prior to university, therefore they lack specific skills and learning strategies. This necessitates a rigorous preparatory phase that introduces students to the conventions of EAP skills. In their study, Saed et al. (2022) investigated the efficiency of EAP instruction among Hungarian EFL teacher trainees. Key findings revealed that EFL trainees recognized the importance of EAP courses but expressed concerns about practice opportunities, clear standards, and EAP-specific materials. Furthermore, the study supports the idea that academic writing is the most practiced and noticed component of EAP courses, followed by paraphrasing, summarising, note-taking, and speaking (academic presentation). Despite these challenges, EAP instruction was deemed crucial for their future success as EFL teachers. Based on the results of their small-scale qualitative study, some key issues can be considered when designing EAP courses. First, they observed that related departments hosting EAP courses need to be aware of the introductory phase of EAP courses for first-year students, as they are not yet thoroughly familiar with the EAP elements. Second, they explored that EAP teachers should be supported in managing overcrowded classes to give students the feedback they need to succeed. Third, it is inevitable that EAP teachers stress the importance of incorporating academic listening and

speaking into EAP curricula because speaking and listening are highly emphasized components of EAP instruction. Fourth, they also recommend that EAP teachers use peer correction as a constructive strategy in large classrooms to reduce the overload of many student tasks to be corrected. Finally, regarding the effectiveness of EAP instruction in students' future careers, EAP teachers should emphasize the usefulness of EAP instruction in their professional lives, therefore students' motivation levels will increase.

Fekete (2020) conducted an exploratory case study aimed at understanding the challenges faced by Hungarian English as a Foreign Language (EFL) teacher trainees when writing literature reviews. The study seeks to identify learner behaviours during an integrated academic reading-into-writing task. The results suggest that the participant mostly experienced genre-specific and content-related problems on the sentence level and showed a lack of learner strategy use focusing on the content and coherence of the text. Fekete (2020) believes that this is partly attributed to the short training time, lack of experience, slow skills transfer, and time limit constraints. Implications of the outcomes regard the test environment and, similarly to Saed et al. (2022), updating the content of the preparatory courses to allow for more training time.

Besides Fekete (2020), Jarvis et al. (2020) investigated the challenges faced by first-year undergraduates in English-medium lectures at a university in Hong Kong. However, they sought to examine the difficulties students have regarding listening comprehension. The findings suggest that students need to develop a range of listening strategies in order to overcome these difficulties. These strategies include developing an awareness of technical vocabulary, learning to infer meaning from context, and being able to focus on the speaker's message. By developing these skills, students can improve their listening comprehension and achieve success in English-medium lectures. This study also implies that there is little research in this field, therefore further investigation is needed to be done.

As technology plays an increasing role in our lives, the potential of technology in education cannot be neglected. Research in the field of EMP revealed the importance of the usage of technology and content-based learning. Németh and Csongor (2016) conducted a survey involving 113 students, predominantly aged 18 to 25. The participants represented all the three faculties (medicine, dentistry, pharmacy) at the University of Pécs Medical School (UPMS) and included both Hungarian and international students. The study focused on the use of online tools for studying, and revealed that 55.9% use them both

during classes and at home. Notably, only 4.5% do not use online tools at all. Among the classes, English and Hungarian for Medical Purposes and Anatomy were most commonly associated with online tools. Quizlet emerged as the most preferred tool. The survey showed that 80% of respondents prefer a combination of traditional and online tools, highlighting the perceived usefulness of both methods reflecting a trend among young adults to embrace technology-based learning. The results suggest an increasing need for digital technology in higher education, spanning both Hungarian and international students.

Another study was conducted at the UPMS to explore Hungarian medical students' perspectives on using peer tutors in doctor-patient role-play activities within English for Medical Purposes (EMP) classes (Hild et al., 2021). The study found that peer tutoring was an effective way to improve Hungarian medical students' English language skills. The use of role-play activities also appeared to be beneficial, as it allowed students to practice their communication skills in a realistic setting. The study's findings have implications for teaching English for Medical Purposes and suggest that peer tutoring and role-play activities could be incorporated into EMP classes to improve students' language skills and intercultural awareness.

The majority of these studies were conducted with a small sample size, so further research is needed to confirm the findings. Additionally, these studies did not control for other factors that could have influenced the results, such as the teachers' content knowledge in the case of medical studies, students' prior English language skills, or students' language proficiency. Even though several studies have looked into enhancing reading and writing skills in English-medium university programs in Hungary, the data concerning listening and speaking skills are lacking. This study aims to expand knowledge of the methodologies used in EAP and EMP, with a special focus on teaching strategies for listening and speaking skills.

3. Research Design and Methods

In this section, I present the methodology and framework of the research. After the research questions, I intend to introduce the participants and the study's setting, and then I describe the instruments applied for data collection. Then, the data analysis will be discussed, followed by the limitations in the last part of this section.

3.1. Research Questions

Studies on ESP have shown that rigorous preparatory stages are needed in EAP, as students are not previously familiar with the genres of EAP. The challenges of reading and writing in academic settings underline the importance of addressing issues of genre and content. However, there is little research on developing speaking and listening skills. In EMP education, research emphasises the importance of technology to support the development of a variety of language skills. However, little is known about similar teaching approaches in EAP education. In addition, peer tutoring and the incorporation of role-playing in EMP lessons has been shown to be effective in improving language skills and communication. However, the question remains as to what other methods are available for developing listening and speaking skills. It also raises the question, and it is worth examining whether the methods used are aligned with the requirements of university courses.

While this is the case, the current study was guided by the following questions:

RQ1: What characterizes the methodologies employed to teach speaking and listening skills in two English language contexts (EAP and EMP)?

RQ2: In what ways do the methods observed align with the different requirements of the two Hungarian university programs?

3.2. Setting and participants

The study was carried out at two departments of the University of Pécs, Hungary. I investigated the teaching methods and collected data on EAP courses for teacher trainees at the Faculty of Humanities and Social Sciences at the Institute of English Studies, and I did research at the University of Pécs Medical School, where I gained insights into EMP instruction for medical students.

The participants in the study were teachers from both departments of the University of Pécs. As Table 1 and Table 2 show, the participants included three instructors teaching EAP to teacher trainees, and five teaching EMP to medical students. To ensure a valid source of information, Malicka (2019) indicates using domain insiders. Following this idea, I decided to consult with experts in the field of EAP and EMP. All participants were native speakers of Hungarian. The experts' working experience ranged from 2 years up to 30 years.

Table 1

Working experience of EAP teachers

Participants	Years of experience	EAP Course
T1	3	Academic Writing English for Specific Purposes Listening and Speaking Skills 1,2 Reading and Writing Skills 1,2
T2	2	English Grammar in Use Listening and Speaking Skills 1,2 Reading and Writing Skills 1,2
T3	20	Academic Writing English for Specific Purposes English Grammar in Use Listening and Speaking Skills 1,2 Reading and Writing Skills 1,2

Table 2

Working experience of EMP teachers

Participants	Years of experience	EMP Course
T4	21	History Taking 1, 2, 3, 4 Language Exam Preparatory
T5	22	History taking 1, 2, 3, 4 Internet and Telemedicine in Doctor-Patient Communication Language Exam Preparatory Presentation Techniques
T6	7	History Taking 1, 2, 3, 4 Language Exam Preparatory Presentation Techniques
T7	24	History Taking 1, 2, 3, 4 Medical English Communication for Advanced Level Intercultural Communication
T8	30	History Taking 1, 2, 3, 4 Language Exam Preparatory Presentation Techniques

3.3. Instruments

3.3.1. Semi-structured interview

As Riordan (2018) underpins, applying qualitative data collection methods is an effective way to examine language needs from different perspectives. Interviews allow for the collection of insider information and coverage of the topic being investigated. Therefore, I

used semi-structured interviews to access the views of domain experts. The pre-formulated questions provided a framework for the interview, which helped to obtain relevant information (Appendix 1).

I conducted 8 interviews in total, mainly asking questions about the EAP and EMP language courses, focusing on listening and speaking skills development. Under the rules of the interview protocol, I explained the content and procedure before conducting the interviews (Appendix 2). To facilitate note-taking, I recorded the interviews on Skype, which I informed the interviewees of, and only after their consent was obtained did the interview begin. As a survey method, the interviews were held online in English using Skype.

The interview guide was built upon three main sections: speaking skills, listening skills, and assessment. However, I started by asking some questions about the general approach toward EAP and EMP instructions, and finally, I concluded the interview with some follow-up questions. The interview contained open-ended questions, which opened the door to spontaneity and expressiveness. Also, it allowed me to ask further, more in-depth questions that emerged from the participants' responses.

3.3.2. Classroom observation

Long (2005) states that a great advantage of employing classroom observation is that it "allows direct, in-depth, contextualized study of what participants actually do" (p.42). So, the other instrument of data collection was a series of classroom observations (Appendix 3). I could examine the types of activities that were integrated into the ESP courses, how the students were activated, what tools were used, and also observation contributed to establishing the students' language skills.

I asked the teachers recruited for the interview if they were willing to participate in the observation phase of the research. A total of 8 teachers agreed to take part in this part of the study. I addressed detailed information about the process of the observation, and I asked the university administration for permission to visit. Once their consent was received, I arranged an appropriate appointment for the observation. I developed an observation guide to structure my examination and field notes.

3.4. Data Analysis

Since the interviews were recorded, I could easily transcribe the audio material into text using Riverside, an online platform. Then I reread the texts, corrected minor mistakes, and deleted filler words. I used the Sketch Engine corpus manager and text analysis tool to examine the texts. I highlighted keywords, made a list of the most frequently occurring words and phrases, searched easily for context based on a word, and used it to find a specific piece of information. This process supported me to realize, compare, and summarize my findings.

As for the classroom observations, the data obtained was put into charts, which helped make lists and count the occurrences of the activities applied in the classroom.

3.5. Limitations

The research faces several limitations, and therefore, to accurately assess the results, each of these limitations must be taken into consideration. First, this study focuses on two specific areas within the field of ESP, namely EAP and EMP. Given that a total of 8 teachers participated in the research, it can be characterized as a small-scale study. The selected population is by no means representative of all teachers involved in ESP across English-medium university programs. Therefore, the issue of generalizability should not be overlooked, as it may impact the accuracy and reliability of the conclusions. Second, the accessibility of the research is narrowed, as the research took place in only one of the universities in Hungary. To broaden the scope of the investigation, researchers may find it worthwhile to engage professionals employed in different institutions. Additionally, interviewing only teachers may not be able to capture all aspects of the effectiveness of the methodologies used in ESP courses. A clearer understanding of the topic would be ensured if students were included in the interviews so that their experiences could also be examined.

4. Results and Discussion

4.1. Research question 1

In the first part of the interviews, I intended to find answers to my first research question, which is the following:

> *RQ1: What characterizes the methodologies employed to teach speaking and listening skills in two English language contexts (EAP and EMP)?*

Therefore, the questions were formed around the methods and the teaching approaches applied in EMP and EAP courses. The questions also covered the utilization of authentic learning materials, the integration of different classroom activities into the lesson, and the use of technology.

4.1.1. EAP methodology

Looking at teaching Academic English, I observed that the teachers interviewed employ a multifaceted approach encompassing various methodologies and strategies. As Belcher (2006) states, the centrality of content-based instruction (CBI) is a foundational approach in ESP teaching. What I found is that the communicative approach forms the backbone of EAP courses. During the interviews, one of the teachers emphasizes a comprehensive teaching approach combining CLIL and CBI in ESP. The interviewee places a strong emphasis on the democratic principles of critical pedagogy, rejecting traditional hierarchies of knowledge transmission. Instead, the aim is to create an environment in which learners are active participants and not merely recipients of information. By integrating CLIL and content-based learning, the instructor seeks to harness learners' existing interests and use language as a tool. This approach is particularly important in, for instance, teacher training, recognizing the variety of courses and topics that require attention. She emphasizes that the aim is to enhance intrinsic motivation by making language learning meaningful and relevant to the learners' interests and experiences. Through activities like debates, discussions, and role-playing, her goal is to make language use meaningful, aligning with Blecher's (2006) assertion that appropriate content should serve as a carrier of language.

'*And I think that CLIL and content-based learning fit well with the idea of taking what they're already interested in and using the language in ESP and combining those ideas - particularly in teacher training where they have so many courses and so many things to*

pay attention to – so we can really increase their intrinsic motivation, or at least try to.'
(T1)

The EAP courses I visited are centred around developing communication skills, which are crucial for future academic studies and real-life contexts where English proficiency is paramount. However, the interviewees highlight that the majority of their EAP courses are not communication-based. In their other EAP courses, the focus is shifted toward reading and writing skills, which supports the findings of Saed et al. (2022) that EAP courses focus primarily on academic literacy. These are the courses that incorporate analysis of documentaries and case studies. Case studies, in particular, play a significant role in enhancing students' comprehension of academic language in real-world contexts.

After my questions on teaching approaches and methods, the second theme was related to the activities and materials used by foreign language teachers in EAP teaching. To this end, I asked the participants about the types of tasks that are predominant and efficient in terms of improving speaking and listening skills in EAP courses. In addition, I asked them to talk about how they integrate these activities into their lessons. They confirm that effective communication in EAP courses goes beyond mere linguistic competence. While not focusing exclusively on presentation skills, the courses also aim at preparing students to speak confidently in front of their peers. The focus here is not on producing flawless PowerPoint slides or learning rhetorical techniques. Instead, it focuses on strategies for coping with stress. Recognizing the anxiety associated with public speaking, teachers help students manage nervousness, maintain eye contact, and control their voice. One teacher points out that by emphasizing coping mechanisms, EAP courses empower students to move confidently in the academic setting, whether they are defending a research project, attending seminars, or giving conference presentations. Group discussions, picture talks, and role-playing play a central role in the courses. From ranking memes based on humour to engaging in debates, students actively participate in a variety of tasks. As already mentioned, the EAP teaching approaches include CBI, which involves communication exercises on topics that might include cultural differences, or even the importance of holidays. These communicative exercises are effective tools for applying acquired vocabulary and language expressions.

The participants were also asked, how vocabulary building and grammar are implemented in EAP instruction, and I found that vocabulary building, although incidental, is integral to

the curriculum, with an emphasis on academic word lists. Teachers consider vocabulary development to be of paramount importance. This parallels the findings of Jarvis et al. (2020), who say that vocabulary development is one of the pillars in overcoming language difficulties. Grammar, on the other hand, takes a backseat as first-year students receive dedicated English grammar and usage courses. Thus, teachers do not deliver their lessons guided by the grammar translation method, which mainly focuses on written forms, explaining grammar rules, and formal registers.

What I observed and learned about listening comprehension development is that the teachers mainly focus on preparing students for the compulsory proficiency exam. Therefore, the listening tasks are mostly made up of mock exam tasks, which involve completing sentences, answering questions based on audio materials, and focusing on grasping details and drawing conclusions. According to EAP teachers, these mock exams are very useful and effective in preparing students for subsequent tests, emphasizing both attention to detail and attention to the main points. Moreover, the integration of TED Talks, podcasts, and videos enriches the courses, moving from simple audio recordings to more complex dialogues and series episodes.

My results emphasize that listening and speaking skills are considered inseparable, but the fact that there is a strong emphasis on speaking exercises is communicated transparently to learners.

'... in the syllabus that I put together, there's a much bigger emphasis on speaking, seemingly. But then I always find it extremely important to be very transparent with students of all ages, but especially with teacher trainees about the methodology that I use. So, I always discuss with them that though it might seem like we're focusing a lot on speaking, that's because when you're practicing speaking, you are also practicing listening, aren't you?' (T1)

Finally, as far as the use of technology is concerned, the results of my study show that EAP teachers prefer using technology-based tasks in their lessons, hence computer-assisted language learning (CALL) should be mentioned among the teaching methods. One teacher exemplifies this by applying an artificial intelligence program to generate random images for picture-talk tasks, demonstrating a creative integration of technology to enhance the language learning experience. In addition, the inclusion of digital tools such as Quizlet, Mentimeter, and Kahoot games in the warm-up exercises underlines the usefulness of

technology in EAP lessons. The use of these tools is in line with the study by Kenny (2016) and Caraiman (2014), both of which highlight the significant growth in ESP driven by technological advances and changing learner needs. These changes have not only impacted the materials and resources available to teachers and students but have also transformed the methods used in language teaching.

Table 3 demonstrates the most frequently applied methods with related activities that occurred during the data collection.

Table 3

The most frequently applied methods with related activities

Content based instruction	Content and language integrated learning	Computer-assisted language learning
•picture talks •TED-talks, videos •podcasts •debates	•group discussions •presentations •role-playing activities	•AI programs (picture-talks, discussions) •warming-up exercises •Quizlet, Kahoot, Mentimeter

4.1.2. EMP methodology

The analysis of interviews and classroom observations related to English for Medical Purposes (EMP) courses revealed a distinctive focus on oral and communication skills, medical vocabulary, and interpersonal communication. Each teacher underscored the fundamental importance of these skills. Consequently, EMP courses are predominantly centered around a communication approach.

In terms of teaching approaches and methodologies, communicative language teaching (CLT) and the CLIL-based approach predominate, and in the pedagogical toolkit, the inclusion of the Audio-lingual method, the Direct method, and the CALL can be observed. This parallels Kenny's (2016) claim that content-based teaching provides scope for the use of authentic learning materials, through which both subject knowledge and language skills

are developed. What is more, teachers believe in the effectiveness of gamified activities, interactivity, and project-based learning supported by different activities.

Among these activities, the role-playing exercise during the history-taking courses stands out, where students enact a medical scenario with the assistance of foreign students playing the role of simulated patients. As noted by Hild et al. (2021) in their study, the use of role-playing activities has almost exclusively positive benefits, both in terms of language skills development and intercultural awareness. These students, playing the simulated patients' (SPs) role, participate in the university's English or German Program and come from different countries with varied backgrounds. Their presence is a great help for both teachers and students. They allow the students to communicate with a non-native speaker of Hungarian, thus creating a real-life situation, and the language differences develop speaking skills, but also the students' listening comprehension. In addition, the SPs provide ongoing feedback to the students themselves. During the lesson observations, I noticed that the students were eager to receive these pieces of feedback from the SPs. But also from the interviews, I found that students who are more introverted, withdrawn, and anxious are also positively affected by the opportunity to practice with a peer who is almost their same age. I also think it is worth pointing out that these classes with the SPs also provide a space for cultural awareness in addition to professional support.

'I've noticed they really enjoy learning from, you know, the co-students, from their own peers. What the teacher says is of course also good and nice, but learning from peers is somehow, I mean...21st century, this is somehow more important for the students.' (T4)

The nature of specialized language education inherently involves the integration of the subject matter rather than focusing exclusively on linguistic aspects. Consequently, certain elements of the lesson unintentionally delve into medical content knowledge. This mirrors the CLIL method. The merit of incorporating CLIL lies in its ability to prepare students for future studies or professional life, cultivate a multilingual mindset, and enhance overall motivation. In practice, the teachers I interviewed implement this by requiring students to prepare presentations on medical cases or diseases within a specific medical field. This approach enhances vocabulary usage and presentation skills, and last but not least, it motivates students as they can showcase their knowledge within their own area of interest, all in English. I also asked the teachers about their subject knowledge in medicine.

Although they claim that it is important to be aware of medical terms and contexts, subject knowledge does not emerge as an issue.

As mentioned earlier, medical university students are required to take a medical language proficiency exam, which can be either the state-recognized PROFEX language exam or the university's internal language exam. Accordingly, teachers strive to incorporate as many tasks preparing for the language exam into their classes as possible. An example of such a task was observed during an EMP lesson, where students had to complete a medical case description with the appropriate medical expressions. As I have described earlier, Dudley Evans and St John in their 1998 paper already described that one of the approaches they suggest in ESP methodology is the integration of case studies. In addition to improving language skills, including vocabulary and speaking skills in terms of Medical English, it enhances subject knowledge and experiential learning. This will be useful for the compulsory language exams and, more importantly, for their future careers.

Additionally, videos are integrated into the teaching, such as a video on taking medical history, where students have to collect questions and words, then act out a similar scenario, or answer questions after a video related to a specific disease. This activity, again, reflects the content-based approach. Besides YouTube videos with professional content and listening exercises based on PROFEX materials, other sources from the internet enrich the learning process, creating a 21st-century teaching environment.

'And I follow loads of guys on Instagram and... Sometimes I show them short videos and there are lots of jokes about, for instance, anaesthesiologists, traumatologists. First, this is a nice comprehension exercise, whether they understand the sentences, whether they understand the jokes, and then what is behind the jokes, for instance. So we can talk a lot.'
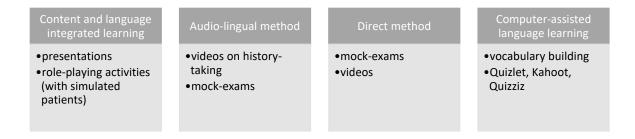*(T4)*

There is an overall focus on medical vocabulary, which is not surprising as it is essential for effective communication in a medical context. Vocabulary development is supported by online tools such as Quizlet, Kahoot, and Quizziz, which indicate the application of the CALL method. Classroom observations confirm that students seem to value these types of tasks and learning support. I would also like to mention the classroom management here. In almost all language classes I visited, students worked in groups of 3-4, which can be very effective as one of the teachers said:

'I keep on using the warming up and that could be a Quizlet or a Kahoot activity or charade game, whichever. And I usually have them play in teams. So, teams compete against one another so that no one would feel inferior if they didn't know an answer. But if they work in a team, there's team spirit and collaboration, and nobody will feel humiliated by it.' (T5)

Table 4 demonstrates the most frequently applied methods with related activities that occurred during the data collection.

Table 4

The most frequently applied methods with related activities

Content and language integrated learning	Audio-lingual method	Direct method	Computer-assisted language learning
• presentations • role-playing activities (with simulated patients)	• videos on history-taking • mock-exams	• mock-exams • videos	• vocabulary building • Quizlet, Kahoot, Quizziz

4.1.3. Comparing and contrasting EAP and EMP methodology

Collectively, the methodologies and approaches applied in EAP and EMP aim at providing a comprehensive and engaging learning experience, emphasizing the practical application of language skills in academic and real-life situations. CLIL and CBI seem to be effective approaches in both EAP and EMP. Building communicative activities around authentic content is highly important. As Medical English is a narrower and more concrete layer of ESP, the choice of topic is much clearer and more specific when designing EMP courses. The communication exercises in the lessons are based around diseases and medical case reports. In contrast, the topics of EAP courses can be varied, with discussion topics ranging from holidays to climate change. However, it is important to note that in teaching medical language, teachers' background knowledge of the medical field may be a major factor influencing the effectiveness of EMP courses. The responses from the instructors underpin

that subject knowledge is an important factor to a certain extent, but not a barrier to teaching the language. Kenny (2016) also confirms that it is not the responsibility of ESP teachers to increase and teach subject knowledge. What both areas have in common is their emphasis on vocabulary development.

The most striking difference is that within EAP education, the greatest emphasis is placed on literacy skills, followed by listening and speaking skills. For students in higher education and vocational training, writing in English is of paramount importance. Written texts shape the academic and professional careers of countless people worldwide. Therefore, emphasis on literacy highlights the need for students to become fluent in the conventions of English writing (Fekete, 2020; Hirvela, 2012). On the contrary, one of the most important elements in the teaching of Medical English is the development of speaking skills. Ferguson (2012) investigates this and argues that this is because adequate communication skills are essential for positive clinical outcomes.

In terms of the tasks incorporated in the lessons, role-playing exercises have proven to be an effective activity for developing speaking and listening comprehension in both EAP and EMP courses. In medical English, these role-play exercises create real-life situations for students in a professional setting. In EMP courses, the assistance of international students also plays a crucial role in the learning process. This finding is supported by the research of Hild et al. (2021), who reported that oral activities with students from other countries reduce language anxiety. Furthermore, putting the vocabulary of history-taking into practice has also been shown to be more effective. In contrast, in the academic English classes there was no trace of this type of method. There, the role-playing exercises were integrated from a general language development perspective and were not as genre specific as in medical English courses.

Bloch (2012) discusses the transformative potential of technology in language learning, with a particular focus on how it can meet the specific needs of learners in professional fields, including medicine. The author highlights that use of multimedia resources such as YouTube and TED talks not only aids listening comprehension but also introduces learners to the different accents, speaking styles, and professional jargon associated with their field of study. He also points out that technology can facilitate authentic communication scenarios, which can enhance the learning experience. This aligns with my observation that technology is predominant and effective in ESP courses. The majority of teachers note that

speaking and listening comprehension development cannot be separated. However, there are efforts to address listening comprehension separately in both EAP and EMP courses by utilizing mock tests as well as various YouTube and TED talk videos.

Both EAP and EMP prioritize creating supportive classroom environments conducive to active student participation and collaboration. EAP encourages collaborative learning through group activities, fostering team spirit and collaboration to avoid students feeling inferior. Similarly, EMP promotes group work through classroom activities, ensuring a supportive environment for learning and participation.

4.2. Research question 2

The second research question of the study seeks to answer the question of the consistency between the methods and the requirements set by the universities.

> *RQ2: In what ways do the methods observed align with the different requirements of the two Hungarian university programs?*

In the second phase of the interview, the participants were asked about assessment methods, learning objectives, the university's requirements regarding EAP and EMP courses, and measured language skills.

4.2.1. EAP methodology vs. university program requirements

There is a consensus among teachers that the primary aim is to prepare students for the compulsory language proficiency test that teacher trainees have to take at the end of the first year. Based on the responses of EAP teachers, the level they aim for is the CEFR C1, which signifies advanced proficiency in English. This level is often described to students as the ability to communicate effectively in various contexts and to prepare them for academic and professional endeavors.

The number of assessments in EAP classes varies, but mid-semester and end-of-semester assessments account for the vast majority of students' grades. My findings implicate that the content and assessment of EAP courses are designed to develop learners' English language skills in line with the requirements and format of the proficiency tests. First of all, in these courses, learners often take mock exam tasks that they might encounter in the language examination. The assessment of the courses I examined typically includes a mix of listening and speaking tasks, with an emphasis on both formal and informal language

skills, and an advanced set of vocabulary. I have observed, for example, that the picture talks and role-play activities mentioned in the previous section are part of the assessment. Speaking skills are evaluated based on criteria such as coherence, clarity, fluency, grammatical accuracy, vocabulary usage, and pronunciation. These criteria align with proficiency exam assessment frameworks.

For some aspects of assessment, such as sharing materials and organizing course content, technology-based tools are used, notably Moodle. However, traditional paper-based tests continue to dominate in the assessment of listening and speaking skills, which are scored. The teachers argue that the points given to students for tests are not always beneficial or constructive. They believe that continuous feedback plays a crucial role in students' development, and thus they also try to focus on formative assessment to help students identify their strengths and areas for improvement.

'... I try to, well, primarily emphasize their strengths, and what they did well, whenever we have a practice situation. And I try to focus on this formative assessment so that they can improve based on feedback, not only on the points that they get. So, I try to verbalize comments, not only give them in the form of points.' (T2)

Although peer assessment is not always implemented in the classroom, they recognize its potential benefits in providing learners with different perspectives and in promoting constructive feedback skills.

4.2.2. EMP methodology vs. university program requirements

The ultimate aim of the EMP courses is to prepare students for the English language proficiency exam, either the PROFEX or the internal language exam required by the university. The exams assess English for Medical Purposes and certify professional language competence in the healthcare domain. Therefore, the course content and assessment are designed to align with the requirements of these examinations and focus on reading, writing, vocabulary, and oral communication skills relevant to the medical context. However, communicating with English-speaking patients and taking their medical history were also mentioned as important goals among learning objectives.

The primary assessment method for English language courses is a 100-point system consisting of two written tests per semester each worth 40 points, while 20 points can be achieved through optional classroom activities. The tests, which vary from course to

course, start with some vocabulary tests; students then have to translate medical questions from Hungarian into English. These history-taking questions might be followed by exercises that check comprehension to see if students can see the bigger picture, the actual medical case. Another typical task, for example, is a reading comprehension task involving a paragraph of a medical written text with a few questions to answer. According to the responses, listening comprehension is tested using mock tests, which shows support for learners' goals and achievement. Students are prepared for the test tasks mentioned as examples throughout the semester. For example, some of the teachers regularly start the lesson with vocabulary and phrase-checking gamified tasks. A recent study reveals that incorporating game-based activities into ESP lessons provides a dynamic approach to teaching, learning and assessment. It also meets the needs of digital native learners, providing authentic practice opportunities while increasing motivation. Teachers can flexibly tailor learning objectives and provide a relaxed way to assess language proficiency, and at the same time facilitating individual development and collaboration between students. Platforms such as Kahoot!, Quizlet, and Quizizz offer an engaging environment for game-based assessment, encouraging learners to strive for self-improvement in a challenging yet rewarding virtual environment (Mudure-Iacob, 2020). Based on my results, gamification is used as a complementary method to encourage learner engagement and vocabulary practice. Similarly to giving presentations, students can receive extra points for participating in these gamified learning activities, which motivates them to actively engage in the lesson and keeps students' knowledge fresh. Another example is the situational tasks, which require students to go through the series of questions they have learned to successfully take a patient's history. It can be concluded these evaluation tasks are in line with the course objectives as they reinforce the acquisition and application of vocabulary in medical contexts.

Although speaking skills are considered essential, oral exams are not part of the formal assessment of EMP courses due to logistical constraints. However, there is an oral component to the language proficiency exams, so as described in the previous section of this research, teachers develop students' speaking skills through situational tasks using authentic teaching materials. Moreover, students have the opportunity to gain extra points through optional speaking skills activities such as oral presentations, when they a required to present a medical case. Based on the responses, teachers concentrate on whether they achieve their main communicative purpose, as well as on fluency, pronunciation, accuracy,

intonation, and speed. In addition, they also check whether they use the language properly in terms of register and genre.

Teachers utilize peer assessment throughout communication-based activities involving native speakers, the SPs, who provide valuable feedback to students on their oral communication skills, thus contributing to their overall language development. When practicing a history-taking scenario, the SPs assess the students on criteria such as whether they formulate the questions accurately, how they react to the answers given, and what kind of vocabulary they use, but also, for example, whether the student playing the doctor looked the patient in the eye or whether they were confident enough.

One instructor feels that the students are aware of their learning goals, as they know that to move up the career ladder they will have to write articles in journals, give scientific presentations, or even attend international professional development courses, where a good command of English can be very important.

'So, their motivation is pretty much instrumental, but I wouldn't say it is short-term because they all know that working in the field of medicine requires the knowledge of English. Many of them are going to pursue their PhDs, and they know that they need to publish articles, scientific articles, present at scientific conferences, and everybody knows how important Global English is, global village, global citizenships, these are all labels of our times, and they are very much aware of this.' (T7)

I believe that Medical English classes prepare students to meet the expectations of university. What is more, they are also profitable for their future careers.

4.2.3. Comparing and contrasting EAP and EMP assessment methods

Regarding similarities, both EMP and EAP assessment methods are carefully aligned with the overarching objectives of their respective courses. For EMP courses, this entails preparing students for medical language proficiency exams and enhancing their communication skills within healthcare contexts, while EAP courses focus on equipping students with the language proficiency necessary for success in academic settings.

As EAP has a broader scope than EMP, academic English instructors have to face with a bigger challenge when it comes to identifying and selecting the most relevant, motivating, and authentic registers and genres not only in teaching but also in assessment process.

The courses I examined assess both listening comprehension and speaking skills. However, a notable difference is that in the medical language courses, speaking skills are not specifically assessed, despite the focus on communication exercises. Medical communication is tested in written form, often with translation exercises and vocabulary quizzes. In contrast, in EAP courses students are evaluated on delivering presentations, individual picture talks, and discussions during which teachers give feedback to students according to the criteria for the subsequent language proficiency exam's framework.

In both domains, there is a strong emphasis on testing vocabulary and the correct use of technical terms. Part of the assessment consists of mock tests, thus contributing to the successful completion of the language proficiency exam, which is compulsory for both medical and teacher-trainee students.

I came to discover a difference in terms of peer assessment. Although EAP teachers acknowledge its usefulness and positive benefits, they do not utilize it in their lessons. In contrast, in almost all EMP lessons that I observed, students received feedback from their peers. This is probably due to the fact international students participate in these classes as teacher assistants and SPs. This is one way how they can contribute to achieving an effective learning process.

5. Conclusion

5.1. Addressing the research questions

RQ1: What characterizes the methodologies employed to teach speaking and listening skills in two English language contexts (EAP and EMP)?

The study presented was able to describe and analyze the most frequently applied teaching methodologies in two ESP contexts, namely EAP and EMP. It can also be concluded that these methodologies mostly meet the needs of students studying ESP in Hungary. Taking all the results of the interviews and classroom observations into account, it can be concluded that teaching ESP requires a slightly different methodology than teaching English as a foreign language. Rather than teaching grammatical rules and structures, the focus should be shifted to the function of the language based on the needs of the students. This may be different for Academic English and Medical English. Considering their domains, EAP has a much broader scope than EMP. Academic English is needed to

succeed in an English-speaking academic environment, which could be writing a scientific paper, presenting a business project, or even defending a thesis, i.e. these academic fields cover a relatively wide range of utilization possibilities. At the same time, ESP can focus on the more specific language requirements of a particular field of study, such as Medical English. EMP, however, is a much narrower field due to its genre-specific characteristics. This fundamental difference explains the tangible differences in methodology, assessment, or even classroom activities.

Regarding the four language skills in EAP, it can be noted that while there are classes focusing on speaking and listening skills development, improving reading and writing skills seems more emphatic. In contrast, for Medical English, oral competence is one of the most important skills. This might explain why I gained a better insight in this matter, such as specific authentic materials, genre-based activities, and practical usage of English.

Both EAP and EMP courses provide students with meaningful language experiences related to their fields of study by integrating authentic content and communication activities. It can be concluded that the courses are primarily based on the CLIL and the CBI approaches, thus instructors create opportunities for students to engage with different academic fields in English. In the case of teacher trainees, this means that they learn to engage in discourse, debate, deliver a presentation, and explain a topic independently. For medical students, it is a more specific and concrete matter. One of the noteworthy aspects revealed by the research is the emphasis on real-life application and experiential learning within EMP courses. The incorporation of role-playing exercises with SPs not only develops language skills but also promotes students' intercultural awareness and empathy. Furthermore, implementing authentic medical materials provides students with valuable insights into professional practice, ensuring that they are well-prepared to navigate the complexities of the healthcare environment. Furthermore, the results show that the use of the Audio-lingual method and the Direct method, which involves language learning experiences that mimic real-life scenarios, predominate. For instance, students are engaged in activities such as watching authentic videos on history taking and then acting out similar situations, or taking mock exams to simulate the challenges they may encounter in professional settings. In addition, students learn appropriate questions and expressions commonly used in medical contexts, enabling them to communicate effectively with patients and colleagues. These methods emphasize repetition and reinforcement, allowing students to internalize medical terminology and communication strategies effectively.

The development of technology has led to the integration of the CALL method in teaching, i.e. the integration of tasks supported by digital tools. Based on my findings, digital tools are mainly used to access authentic audio materials, and videos, which are used to improve listening comprehension. Moreover, vocabulary development, which is a core element in both EAP and EMP, is also regularly accomplished by using such online platforms. The utilization of technology-enhanced learning tools not only facilitates language acquisition but also increases students' intrinsic motivation.

As for classroom work, the majority of the tasks are carried out in the form of group work, which provides a safe and supportive environment for students.

RQ2: In what ways do the methods observed align with the different requirements of the two Hungarian university programs?

It is evident from the findings that both EAP and EMP methodologies are aligned with the requirements of the two Hungarian university programs. This can be argued based on the following findings. One of the primary aims of the teachers in EAP and EMP teaching is to prepare their students for the compulsory language proficiency exams. In this way, writing mock tests greatly helps students on their way to success. Moreover, the careful integration of assessment methods tailored to the requirements of proficiency exams ensures that students are adequately prepared to demonstrate their language skills in formal evaluations. In addition, learning objectives include long-term goals, such as expressing oneself in an academic context or a healthcare environment. All the authentic classroom activities in the data collected support this need. For example, role-play activities, presentations, or discussions and debates.

In the EAP curriculum, all four language skills are evaluated, including speaking skills. Students are constantly prepared for this through the use of a variety of discussion tasks, picture-talk activities, and debates. In contrast, however, it is striking that the medical language curriculum does not include oral exams, even though the vast majority of lessons are communication-based. As such, the evaluation of the EMP courses should increase its focus on speaking and listening skills, as oral communication skills are of utmost importance for the Medical Discourse Community and their measurement has a significant wash-back effect on the learning process.

5.2. Pedagogical implications of the study

The main aim of the study was to recognize the nuanced differences between teaching English for Specific Purposes (ESP) and general English language instruction and to gain information in regard to the methodologies applied in ESP classes which lead to an effective learning process. While traditional language teaching often emphasizes grammatical rules and structures, ESP instruction should prioritize the functional use of language tailored to the specific needs of students within their academic or professional domains. Tenieshvili (2023) shares the idea that ESP requires a specific approach to teaching. She believes that one of the pillars of successful ESP teaching is the use of the proper teaching methods. Her research explores the correct choice and combination of different methods of ESP, such as the Grammar-Translation method, the Audio-lingual method, and the Direct method. Her results underpin that these methods can be used well as a complement of the CLIL-based approach. This aligns with the research findings of this paper showing that the most frequently applied methods in ESP courses include the Direct method and the Audio-lingual method with the combination of the CLIL. She also suggests that it is expedient to consider the application and combination of these teaching methods in order to achieve the teaching and learning objectives most efficiently. In her research, she also describes what she considers as the main aims of an ESP course.

"In our opinion, the major goals of any ESP course should be stated as follows:

1. To teach reading of specific texts within the field of future specialty;
2. To teach listening and understanding of complicated professional discourse in written and verbal form;
3. To teach students how to express professional ideas and communicate to colleagues from other countries;
4. To teach communication of ideas in written form on academic level;
5. To prepare students for academic work in relevant professional field in the future;
6. To give foundation for further development of Life-Long Learning (LLL) skills." (Tenieshvili, 2023, p. 207)

To fulfill these goals, teachers should carefully select the used teaching materials. The present study underscores the significance of integrating authentic content and genre-based communication activities within ESP courses. By immersing students in real-life language

experiences related to their fields of study, educators can enhance language proficiency while simultaneously fostering subject knowledge and skills. This understanding should inform the adaptation of teaching methodologies to better suit the linguistic and communicative demands of disciplines such as Academic English and Medical English.

The study also highlights the need to ensure that the teaching methods and strategies used are in line with the requirements set by the university. If the instructor takes this into account, it will facilitate the learning process for their students. In addition to university expectations, preparation for the students' future endeavors (e.g. language proficiency examinations, thesis defense, etc.) should also be part of the teaching process.

Saed et al (2022) and Fekete (2020) point out that constructive feedback throughout the lessons is considered to be one of the strengths of a well-designed ESP course. As for the assessment of the learners' progress, the interview responses suggest that verbal feedback is a great contributing factor in their language development. In particular, feedback that students receive from their peers appears to be effective and constructive. According to my data, this type of assessment is more common in EMP classes. In these lessons, peer assessment mostly takes place after the doctor-patient role-playing exercises, in which the international students, the SPs, are also involved. Hild et al. (2021) note that students overcome language anxiety caused by fear of making mistakes more easily when working with SPs. By including foreign students in their lessons, EMP teachers increase the motivation, engagement, and performance of Hungarian students to communicate in English in the classroom. This kind of activity and assessment method also increases students' intercultural competence by allowing them to work together and share experiences.

5.3. Further research avenues

The current research was limited to listening and speaking skills, but it would also be worthwhile and instructive to look at the development of the other two skills within ESP contexts. As it was previously pointed out, EAP tends to prioritize literacy development. The research topic could also be extended by investigating how successfully graduated students can apply the knowledge gained in their ESP classes. For instance, exploring whether a newly graduated medical doctor can effectively participate within the international Medical Discourse Community.

Finally, there is a new initiative that can be worthy and profitable as a further research avenue. For the future generation an additional skill, the visual skill is something that teachers should start developing. This shift towards prioritizing visual comprehension aligns with the preferences of the current generation, which often processes information more effectively through visual aids like charts, infographics, and videos rather than traditional text-based formats. In the medical field, for instance, being able to observe and interpret visual cues from patients, such as facial expressions, skin colour, and body language, can be crucial for diagnosis and treatment. The idea of a video-based language exam for students also sounds innovative and promising. It could offer a more comprehensive assessment of language proficiency by incorporating visual context, which is often a significant part of real-life communication.

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7. Appendices

7.1. Appendix 1 - semi-structured interviews

Questions for EAP instructors:

Interview Questions

Interviewee (Title and Name): _____

Institution: _____

Age: _____

Gender: _____

Nationality: _____

Educational background: _____

Background questions:

1. How long have you been teaching EAP courses?
2. What kind of EAP courses do you teach? Can you name them?

General approach:

1. What specific language skills are emphasized in EAP courses?
   a. For example, do these courses prioritize academic vocabulary, writing an academic text, or understanding academic literature?
2. How would you describe the overall approach employed in teaching speaking and listening skills in EAP courses?
3. What specific language teaching methodologies do you find effective?
4. Do you utilize case studies as part of the EAP course materials?
   a. If yes, how do you integrate case studies to enhance language skills?
5. How do you address linguistic challenges present in academic texts, especially for students with varying language proficiency levels?
   a. Are there specific techniques for handling academic vocabulary, complex sentence structures, and varied accents? If yes, what are those?

Speaking Skills:

1. How is the development of speaking skills integrated into the overall EAP curriculum?
2. Are there specific modules or sessions dedicated to enhancing speaking proficiency for academic purposes?
3. How do you introduce students to the discourse practices relevant to speaking in academic settings?
4. Can you provide examples of speaking activities that simulate authentic academic communication situations?
   a. To what extent do you utilize role-playing activities to enhance speaking skills?
   b. How are formal presentation skills addressed in the EAP curriculum?
5. How do these scenarios contribute to language skill development?
6. To what extent is vocabulary building emphasized in developing speaking skills for academic contexts?
7. Are there any technology-based tools or platforms used to enhance speaking skills in EAP classes?
   a. If yes, what are those, and what are the advantages of applying them?

8. How do you address the varying speaking proficiency levels among students in EAP courses?
   a. Is there individualized support or additional speaking practice for students who may need it? If yes, can you provide examples of these?

Listening Skills:

1. How is the development of listening skills integrated into the overall EAP curriculum?
2. Are there specific modules or dedicated sessions focused solely on listening practice?
3. How do you incorporate authentic academic materials or scenarios into listening exercises?
   a. Can you provide examples of authentic audio resources incorporated into the curriculum?
4. What types of listening activities are employed to cater to different aspects of listening comprehension (e.g., understanding academic English, academic discourses, lectures etc.)?
5. How are interactive listening activities, such as debates, interviews, or discussions, incorporated into the EAP curriculum?

Assessment:

1. How do your assessment methods align with the stated learning objectives of the EAP course?
2. What are the specific competencies or skills that assessments aim to measure?
3. What specific criteria do you use to assess students' speaking skills in EAP courses?
4. Do you incorporate peer assessment?
   a. If yes, in what ways do you use peer assessment?
5. Are there any technology-based tools or platforms used for assessing?
   a. If yes, what are they and how do they facilitate assessment and help students prepare for assessment?
6. Do you use diagnostic assessments at the beginning of the EAP course to measure students' language proficiency?
   a. If yes, in what ways do these diagnostic assessments contribute to course design?

Last questions, interview evaluation:

1. If you could improve or change anything about the course, what would it be?
2. Is there anything else you think I should ask?
3. Would you like to make any other comments?

Questions for EMP instructors:

Interview Questions

Interviewee (Title and Name): _____

Institution: _____

Age: _____

Gender: _____

Nationality: _____

Educational background: _____

Background questions:

1. How long have you been teaching EMP courses?
2. What kind of EMP courses do you teach? Can you name them?

General Approach:

1. What specific language skills are emphasized in EMP courses for medical professionals?
   a. For example, do these courses prioritize medical vocabulary, patient communication, or understanding medical literature?
2. How would you describe the overall approach employed in teaching speaking and listening skills in EMP courses?
3. What specific language teaching methodologies do you find effective for medical students?
4. Do you utilize case studies as part of the EMP course materials?
   a. If yes, how do you integrate case studies to enhance language skills?
5. How do you address linguistic challenges present in medical texts, especially for students with varying language proficiency levels?
   a. Are there strategies employed to scaffold the understanding of complex medical terminology? If yes, what are those?

Speaking Skills:

1. How is the development of speaking skills integrated into the overall EMP curriculum?
2. Are there specific modules or dedicated sessions focused solely on speaking practice?
3. How do you incorporate authentic medical materials or scenarios into speaking exercises?
4. Can you provide examples of real-life medical communication situations that students practice in your EMP courses?
   a. To what extent do you utilize role-playing activities to enhance speaking skills?
   b. How are formal presentation skills addressed in the EMP curriculum?
5. How do these scenarios contribute to language skill development and medical knowledge?
6. To what extent is vocabulary building emphasized in developing speaking skills for medical contexts?

7. Are there any technology-based tools or platforms used to enhance speaking skills in EMP classes?
   a. If yes, what are those, and what are the advantages of applying them?
8. How do you address the varying speaking proficiency levels among students in EMP courses?
   a. Is there individualized support or additional speaking practice for students who may need it? If yes, can you provide examples of these?

Listening Skills:

1. How is the development of listening skills integrated into the overall EMP curriculum?
2. Are there specific modules or dedicated sessions focused solely on listening practice?
3. How do you incorporate authentic medical materials or scenarios into listening exercises?
   a. Can you provide examples of authentic audio resources incorporated into the curriculum?
4. What types of listening activities are employed to cater to different aspects of listening comprehension (e.g., understanding medical jargon, patient communication, etc.)?
5. How are interactive listening activities, such as dialogues, interviews, or discussions, incorporated into the EMP curriculum?

Assessment:

1. How do your assessment methods align with the stated learning objectives of the EMP course?
2. What are the specific competencies or skills that assessments aim to measure?
3. What specific criteria do you use to assess students' speaking skills in EMP courses?
   a. To what extent do simulated medical scenarios play a role in assessing speaking proficiency?
4. Do you incorporate peer assessment? If yes, in what ways do you use peer assessment?
5. Are there any technology-based tools or platforms used for assessing?
   a. If yes, what are they and how do they facilitate assessment and help students prepare for assessment?
6. Do you use diagnostic assessments at the beginning of the EMP course to measure students' language proficiency?
   a. If yes, in what ways do these diagnostic assessments contribute to course design?

Last questions, interview evaluation:

1. If you could improve or change anything about the course, what would it be?
2. Is there anything else you think I should ask?
3. Would you like to make any other comments?

7.2.Appendix 2 - consent form of the interviews

Informed Consent Form

Title of study: Examining ESP methodology in two Hungarian university contexts

Researcher: Warta Boglárka

Purpose of the study:

This study intends to explore the methodologies used in EMP courses, with a particular focus on teaching strategies for the language skills of speaking and listening. It will also seek to examine the assessment methods used in EMP instruction and their alignment with the learning objectives.

Your participation:

During the interview, I will ask you questions about the aforementioned topic. The interview will take approximately an hour. It will be conducted in English, but you can use Hungarian whenever necessary.

Confidentiality:

To facilitate my note-taking, I would like to audio tape our conversation. Your identity will remain anonymous. Your name will not be mentioned in any report or publication ensuing from the study, as pseudonyms that reflect the participants' gender and nationality will be used to identify them. The data obtained during this interview will be used only for research purposes.

If you agree to participate, please sign below.

Thank you very much.

_____

Date

_____

Participant's signature

PhD Programme in Language Pedagogy and English Applied Linguistics:
https://langped.elte.hu/downladables.htm

7.3.Appendix 3 - observation guide

Observation Guide

Date of observation:
Teacher (pseudonym):
Course:
Grade level:
Class size: _____, Female: _____, Male: _____
Topic of the class:

Activity	Procedure	Objectives	Tools, materials	Interaction	Time	Difficulties - solutions